

TRIP REPORT

SWAZILAND

**August 12 -16, 1991
September 16 - 20, 1991**

Dr. Edward F. Douglass

NUTRITION COMMUNICATION PROJECT

**Academy for Educational Development
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ABBREVIATIONS

AED	Academy for Educational Development
HE	Home Economist
HEO	Home Economics Officer
HEU	Health Education Unit
HPN	Health, Population, and Nutrition
IEC	Information, Education, and Communication
KAP	Knowledge, Attitudes, and Practices (Studies)
MOAC	Ministry of Agriculture and Cooperatives
MOH	Ministry of Health
NCP	Nutrition Communication Project
NGO	Non-Governmental Organization
NNC	National Nutrition Council
PVO	Private Voluntary Organization
RHM	Rural Health Motivator
SBIS	Swaziland Broadcasting and Information Service
SINAN	Swaziland Infant Nutrition Action Network
SSRU	Social Science Research Unit (Univ. of Swaziland)
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development

EXECUTIVE SUMMARY

Introduction

Dr. Edward F Douglass, a radio production specialist, worked in Swaziland from August 12 through 16 and again from September 16 through 20, 1991 on behalf of the Academy for Educational Development's Nutrition Communication Project.

The purpose of this consultancy was to assist the Swaziland Promotion of Improved Young Child Feeding Project -- more popularly known as the Weaning Project -- to develop further the radio component of this Project.

Accomplishments

Dr. Douglass:

- + Reviewed and commented on the planned work accomplished since the last consultancy
- + Assisted the Home Economics Section to prepare a plan of Project activities for 1991-92 for the radio component for submission to USAID as a request for a Project extension
- + Assisted Ms Zwane with a report and "live" demonstration to the National Nutrition Council of the Project's radio "spot" production work
- + Assisted and guided Ms Zwane with several aspects of radio "spot" production: script writing, studio sound mixing and recording, production of two more "spots," and the pre-testing of one "spot"
- + Prepared guidelines for pre-testing radio "spots"
- + Provided training and advice on a radio program broadcast strategy: an index of the radio program content outlines, prescriptions for a broadcast strategy, identification of better broadcast time for the Ministry radio programs, placing Project spots broadcast adjacent to the most popular radio programs
- + Facilitated a stronger working relationship between Ms Zwane and the radio producer in the Health Education Unit of the Ministry of Health so that the Project's radio program material will reach a larger audience
- + Advised on ways to increase Ms Zwane's radio program production efficiency: use of computers for script writing, relocation and reorganization of Ms Zwane's office to facilitate auditioning and editing of program material, installation of a recording interface on the telephone line, development of radio program conceptualization and planning skills, and acquisition of appropriate equipment
- + Read and commented on the knowledge, attitudes, and practices study on infant

feeding prepared by the Social Science Research Unit of the University of Swaziland

Recommendations

- + Continue the production of radio "spots" until all the topics in the Index of Content Outlines are covered: complete the writing of the remaining content outlines and with Miss Mavuso's assistance produce more "spots,"
- + Provide training to Ms Zwane and other development producers in the radio "magazine" format
- + Complete the development of an overall communication strategy for the Project and, in particular, a radio program broadcast strategy: conduct a workshop involving the key workers and organizations to develop an overall strategy, prioritize the topics following the results of the SSRU study report and the advice of professionals working in the field, and prepare a creative brief
- + Continue to support activities which increase the radio program production efficiency of Ms Zwane and others who produce radio material to support better infant nutrition
- + Provide funds and identify a suitable site for long-term training for Ms Zwane in radio production techniques
- + Encourage completion of the reminder cards for mothers to take home and keep following a nutrition counselling session
- + Support an appeal to the management of SBIS to (1) obtain broadcast times which are more suitable to reach the Ministry's (and Project's) target audience, and (2) to give broadcast time to some of the Project's "spots" adjacent to popular programs such as the evening news
- + Encourage the National Nutrition Council continue to play a strong leadership role so that the organizations supporting better infant feeding practices in Swaziland continue to put out consistent advice to mothers
- + Provide support to train about 30 Home Economics Extension advisors to use simple tape recorders to gather program material for the Ministry's two weekly radio programs
- + Advise on the design of two mid-term evaluations to be carried out by locally-hired researchers to assess the impact of the radio component of the Project
- + Support training in computer word processing skills for Ms Zwane and other Home Economics staff

I. INTRODUCTION

Dr. Edward F. Douglass, a radio production specialist, worked in Swaziland from August 12 through 16, and again from September 16 through 20, 1991 on behalf of the Academy for Educational Development's (AED) Nutrition Communication Project (NCP). (In a memorandum dated June 5, 1991 from Ms Anita Sampson, Health, Population, and Nutrition (HPN) Program Specialist at the USAID Mission in Swaziland to Ms Anne Roberts of the NCP at AED, it was originally proposed that these two consultancy periods take place during the last week of July and the second week of August. By mutual agreement of the Home Economics Section of the Ministry of Agriculture and Cooperatives, the USAID Mission, the NCP at AED, and Dr. Douglass, the consulting periods were rescheduled to the August and September dates.)

Until the end of September 1990, Dr. Douglass had served for four years as the Resident Advisor to the Health Education Division of the Ministry of Health in Lesotho. His work had been with HEALTHCOM, a project funded by the U.S. Agency for International Development (USAID) and implemented by AED. Dr. Douglass has worked for many years as a radio production trainer in the United States and in Liberia, and as the manager of two public radio stations in America. He also served as a consultant to the HEALTHCOM Project in Zaire, training Voice of Zaire radio producers and guiding them in the production of radio spots for a vaccination campaign in the region around Lubumbashi.

The purpose of the work of this consultancy was to assist the Swaziland Promotion of Improved Young Child Feeding Project -- more popularly known as the Weaning Project -- to develop the radio component of the Project.

The consultancy was coordinated by Ms Anita Sampson, Program Specialist in the HPN Office of the USAID Mission to Swaziland and by Mrs. Anne Roberts of the NCP at AED in Washington, D.C.

These were Dr. Douglass' fourth and fifth trips to assist the Project, the previous ones taking place twice in June of this year and the first in October 1990. At the request of the USAID Mission to Swaziland, this trip report covers the two weeks of consulting work.

A single Scope of Work proposed to the USAID Mission to Swaziland by Ms Juliet Aphane and Ms Nenekazi Zwane of the Home Economics Section of the Ministry of Agriculture and Cooperatives (MOAC) covered the two one-week consultancies. The Scope of Work for the two weeks included the following activities:

(A) The development of a radio program production and broadcasting strategy tailored to the information needs of the target audiences.

(B) To work with the Weaning Project in identifying an NGO to take the responsibility for developing and implementing social mobilization activities on behalf of the Project.

(C) To review the Social Sciences Research Unit KAP study report for its contribution to the messages of the campaign.

(D) To assist in the video production of dramas and songs performed by the Agricultural Extension staff for airing on local TV

(E) To oversee the finalization of the radio scripts for premier airing on the radio.

Dr. Douglass worked principally with Ms Nenekazi Zwane, radio producer for the Home Economics Section of the Ministry of Agriculture and Cooperatives (MOAC) and Miss Lindiwe Mavuso of the Swaziland Broadcasting and Information Service (SBIS). Miss Mavuso is assisting the Project as a script writer, producer, and talent for Project radio spots. Overall Project coordination was provided by Ms Juliet Aphane, Home Economics Officer. Generous administrative support was provided by Mrs. Christobel Motsa, Principal Home Economics Officer and the head of the Section, who returned from a year-long study leave during the first week of this consultancy.

Background

The Weaning Project began in 1986 as a joint project of USAID and the United Nations Children's Fund (UNICEF). It was developed in response to a 1983 National Nutrition Status Survey which found that nearly one third of all Swazi children were stunted in their growth by their second year of life as a result of under-nourishment.

The Project focuses on the promotion of exclusive breast feeding during the first four months of an infant's life, on continued breast feeding through the second year of life, on increasing the frequency of feeding, and on the introduction of foods which have a higher caloric density than the traditional weaning foods. Emphasis is also given to personal and food preparation hygiene in order to reduce the incidence of diarrhea.

Project implementation consists of four phases: 1) assessment of breast feeding and weaning practices; 2) formulation and design of a communication strategy; 3) launch of training and media activities; and, 4) monitoring and evaluation.

The assessment phase has been completed and has resulted in two major reports. One report consists of a set of five research documents about mothers' knowledge and practices with respect to infant feeding. About 1,000 copies of each of the five reports have been printed and some have been distributed. These reports contain very valuable information for radio producers about what to say to mothers and even how to say it persuasively. The second report is a knowledge, attitudes, and practices study carried out by the SSRU of the University of Swaziland. It provides detailed quantitative information which can help them know what mothers and fathers know and do with respect to the feeding of infants. From it, one can determine what the communication priorities of this Project ought to be.

Strategy formulation and the development of instructional materials has gone forward with designing, pre-testing, printing, and distributing sets of 16 counselling cards for use in one-on-one training of mothers by home economists and an eight-page teaching flip chart

for small group instruction. In addition, a radio program strategy has been developed. It was reviewed by Dr. Douglass who made some suggestions and is in the process of being revised. In addition, a song promoting improved infant feeding practices has been recorded and five scripts for radio spots have been written and were reviewed by Dr. Douglass. The training of health workers has also begun but a launch of media activities has not yet taken place.

Finally, a monitoring and evaluation plan has been developed by AED/NCP consultant Ms Lonna Shafritz.

This is the point in the life of the Project when the development of the radio component needed to be completed and thus Dr. Douglass was brought in as a consultant.

II. HIGHLIGHTS OF CONSULTANCY

A. August 12 - 16, 1991

Monday, August 12

- + Met with Ms Zwane to review the work that was to have been done since the last consultancy in June.
 - 1. More scripts have been written, but no more have been recorded
 - 2. The recording of the lullaby on a solo instrument has not been done. However, she has identified a student flautist as well as chieftainess who plays the *makhoyane*. Furthermore, she has recorded the lullaby with two voices singing.
 - 3. She reports that she has picked up some very negative attitudes among men and traditional healers regarding the expressing of breast milk by working mothers
 - 4. Some of the equipment being purchased by UNICEF for the Project has begun to arrive: camera, film, computer mouse, multi-plug with surge suppressor, video cassettes, batteries, battery charger, and microphone stand. What remains are: portable tape recorder and telephone interface device which are due this week from Omniphoto, a local electronics/camera store
 - 5. UNICEF has approved the big order of equipment
 - 6. The check from UNICEF with which to pay talent has been received but now needs to be processed through the MOAC financial office and turned into cash
- + Learned that several things have happened in the interim since the last consultancy
 - 1. Mrs. Christobel Motsa, the Principal Home Economics Officer, has returned from study leave and assumes her post this week.
 - 2. Mrs. Nxumalo will not be able to continue as a member of the Project communications team because she has been appointed acting head of the HEU of the Ministry of Health (MOH)
 - 3. Two Macintosh SE computers have been donated by CARE to the Home Economics Section, one of them for Ms Zwane's use in writing scripts

4. A briefing of Parliamentarians by Swaziland Infant Nutrition Action Network (SINAN) and the National Nutrition Council (NNC) on the nutritional status of the Swazi population, especially children, has been scheduled for the 15th and 16th this week. Dr. Douglass and Ms Zwane are invited to attend as much of the workshop as their time allows.
5. The MOAC turned down the application for Ms Zwane to attend a home economics conference in Paris
6. Ms Zwane will attend a radio production workshop sponsored by UNICEF in Harare September 8 - 14. A radio producer from SBIS and Mr. Mateljak, Training and Communications Officer for UNICEF, will also attend. The purpose of the conference is to strengthen the capabilities of national and UNICEF staff in radio production.
7. Mrs. Danisile Vilakati has been assigned responsibility for the development of the reminder cards and some social mobilization activities to support the Project.

- + Set the work agenda for the week
- + Prepared an index of all the program content outlines (Appendix B)
- + Loaded Typing Tutor IV into the Home Economics Section's IBM computer so that Ms Zwane (and others) can improve her typing skills
- + Edited the program content outlines and typed some new ones into the computer
- + Reviewed Project documents from earlier in the life of the Project to get a better sense of the Project's evolution
- + Photocopied models of creative briefs brought from AED in Washington
- + Following discussion with Ms Zwane, prepared a list of Project activities to be carried out in 1991-1992, some of which will require donor support.
- + Discussed the above list of Project activities with Mrs. Anita Sampson, HPN Officer at USAID.

Tuesday, August 13

- + Rehearsed and recorded two more radio spots at SBIS
- + Typed radio scripts into the computer for inclusion with this report
- + Began discussion of the radio program broadcast strategy for "Sisekhaya" and "Kudliwani" with Ms Zwane
- + Presented to Ms Zwane the arguments in favor of taking an integrated and

coordinated approach to development communication

- + Read and extracted information from a 1988 trip report by Mrs. Marsha Griffiths

Wednesday, August 14

- + Started a reading of the SSRU Knowledge, Attitudes and Practices (KAP) study report
- + Attended a part of the Policy Makers Seminar on the Nutritional Status of Swazi Children, a seminar designed to sensitize Parliamentarians to the nutritional plight of many Swazi children
- + Pretested a spot about mixing baby milk formula correctly in Mahlanya market
- + Met Ms Caroline Behrman, Fulbright Fellow at the University of Swaziland. She is conducting research into women's work patterns and their impact on nutrition. She has become aware that the vocabulary of men about nutrition, including infant nutrition, is different from the modes of expression used by women. This seemed important information as we attempt to design radio programs and spots targeted on fathers. She provided Ms Zwane the name of a Swazi who could help to increase her sensitivity to men's language.

Thursday, August 15

- + Held a debriefing meeting with UNICEF Training and Communications officer, Mr. Goran Mateljak. Dr. Douglass briefed him on work being done this week and what was planned for the next consultancy in September. Mr. Mateljak was asked if UNICEF would pay for toner cartridges for the Hewlett Packard Laserjet II printer which UNICEF bought for the Home Economics Section. The value of these cartridges to the Section was explained. He agreed in principle but the administrative procedures seemed daunting. Finally, he was briefed on the tentative plans for USAID's support of an extension to the Project discussed earlier in the week with Mrs. Sampson.
- + Continued reading the University of Swaziland SSRU KAP study report
- + Discussed with Ms Zwane some alternative broadcast times for "Sisekhaya" and "Kudliwani." The current times are:

Kudliwani: 1015 Saturdays with repeat at 1130 Mondays

Sisekhaya: 1115 Saturdays with repeat at 1530 Tuesdays

Better broadcast times, we thought, would be at meal preparation times in order to find our primary target audience of mothers at home and somewhat "captive." Ms Zwane reported that meal preparation times in the rural areas occur between 0500 and 0630 and again from 1600 to 1830. In the urban areas, 0500 and 0630 (the same) and 1700 and 1900 are typical. Thus 15-minute time slots for first and

repeat broadcasts of the two programs during these time periods would increase the communication effectiveness of the Ministry's radio programming.

- + Discussed and then drafted a Scope of Work and tentative dates for the next consultancy.

Friday, August 16

- + Held a debriefing meeting with Ms Anita Sampson, USAID HPN Officer. The debriefing covered:
 1. The accomplishments of the week
 2. Presentation and discussion of the Project activities proposed by the Home Economics Section for 1991-1992, including an indication of which activities the Ministry would support and which will require USAID technical and financial assistance.
 3. Identified the activities planned for the next consultancy period and indicated that the dates would be September 16 to 20. This was agreeable.
- + Ms. Zwane and Dr. Douglass met with Mr. Magalela Ngwenya, Chief Projects Coordinator of the MOAC and Chairman of the National Nutrition Council (NNC). The topics of discussion included the following.
 1. Dr. Douglass explained that the present broadcast times of the MOAC's two radio programs are not ideal for reaching the target audience. He also explained that the effectiveness of the Project radio spots would be improved if some of them could be broadcast in radio "prime" time, such as adjacent to the national evening news. Mr. Ngwenya was asked if he would be willing and able to negotiate on behalf of his Ministry for better broadcast times and for placement of radio spots in radio's "prime" time. He offered to do so.
 2. He informed us that the next meeting of the NNC would be on 19 September and asked if Ms Zwane and Dr. Douglass could make a report of their radio production work to the NNC. We agreed.
 3. He inquired about the possibility of an extension of USAID's and AED's support for the Project. We informed him that an extension was being considered.
- + Held a discussion with Ms Zwane to try to identify what has made the Ministry of Health's two radio programs memorable in listeners' minds. In two listener surveys, "Ayihlome Maswati" and "Temphilo" were remembered by name and evoked positive comment. In fact, among the development radio programs, these were among the very few that listeners could recall. The presenter and producer up until 1989 was Mrs. Lombuso Nxumalo. The presenters of these programs have changed several times since the surveys were conducted. Dr. Douglass advised that it would be worthwhile to find out more about these programs and to copy or adapt the elements which led to their popularity.

"Ayihlome Maswati" means "Let's fight against . . ." The MOH uses this program to alert people to disease outbreaks, major health problems, and health promotion campaigns. "Temphilo" is used to present general information about health-related topics.

- + Met with Mrs. Danisile Vilakati, Assistant Health Education Officer in Motjane, to look over the support activities she had been assigned to carry out. With an artist in the MOAC, she is developing 16 reminder cards. These are cards to be given to mothers to take home following a counselling session on infant nutrition. The cards will be pretested. UNICEF has agreed to pay for the cost of printing them. She is also working on the design of two slogans (in SiSwati) to be printed on T-shirts. One hundred and fifty T-shirts of each design will be printed. The rough ideas for the two slogans are: "Has the child completed four months? Feed him from the family pot." and "Feed the child five times a day from his own bowl, and give him enough food." Dr. Douglass observed that these are rather long slogans and would need to be distilled to something like "Four months exclusively on the breast" and "Babies need food five times a day." The T-shirts will be given to people who are active in promoting better infant nutrition: those who are doing social mobilization in their communities on behalf of better infant nutrition. Other ideas Mrs. Vilakati is considering are caps with a slogan, banners, and badges.
- + Edited various project documents and printed copies for everyone
- + Agreed on a set of tasks to be completed between the end of this consultancy period and the beginning of the next one (Appendix L)

B. September 16 - 20, 1991

Monday, September 16

- + Met Mrs. Christobel Motsa, Ms Juliet Aphane, and Ms Nenekazi Zwane to hear a brief report of the training workshop which Ms Zwane attended in Harare with support from UNICEF. Ms Zwane commented very favorably on the workshop and the training officers.
- + Reviewed the work planned for Ms Zwane during the period between August 19 and September 13 (i.e., since the last consultancy). A list of these interim tasks appears as Appendix L. Ms Zwane reported that all the staff of the Home Economics Section were deeply involved in a Trade Fair. Fully two weeks of Ms Zwane's time were taken up. In addition, she attended the training course in Zimbabwe which she found very beneficial. The review of planned tasks included the following.
 1. She expressed the belief that the translation of the lullaby into English will not be useful. Even in terms of Swazi culture, the words are rather non-sensical.
 2. The story lines of the radio spot scripts in English (for the donors) have been written out by hand but have not been typed.

3. All the spots have not yet been recorded onto one cassette. Dr. Douglass reminded her of the critical necessity to keep multiple copies of the recorded spots because of the danger of accidental erasure.
4. The money to pay talent has been received by the Ministry of Agriculture but the funds are not yet actually available to be disbursed.
5. She did not have contact with Mrs. Sampson to work on a cable to Washington which identified the technical support the Project will require in future.
6. All the items on the "short" list of radio production equipment bought by UNICEF have been received.
7. The setting up of her new office is in process. More remains to be done, but must wait until the painting and setting up of other offices are completed.
8. No more radio spot scripts were produced.
9. She did not make a plan for our presentation to the NNC on the 18th, preferring to wait until Dr. Douglass arrived.
10. She has not been in contact with Ms Gillian Dunn at Vision Graphics about the production of radio spots. Vision Graphics is without a telephone.
11. She has read sections 2, 4, and 6 of the SSRU study report.
12. She has found no more Project reports or documents from early in the Project's life.
13. She read the Creative Briefs. She found the one about "The Archers" to be particularly relevant.
14. She has not prepared a comprehensive list of the equipment bought or being bought by UNICEF. Ms Aphane would like such a list, also.
15. She has had no additional thoughts about what made "Ayihlome Maswati" and "Temphilo" more memorable to listeners than other development radio programs.

- + Discussed with Mrs. Sampson whether funds would be available to continue project support after October 1. She said that she had not heard from Washington as yet. She suggested that we prepare a scope of work and set a date about six weeks hence for the next consultancy.
- + Began preparations for the presentation to the NNC which Ms Zwane and Dr. Douglass will make on Wednesday the 18th. We agreed to speak from a topic outline rather than prepare a formal paper. The outline appears as Appendix E to this report. We chose the radio spots to play for the NNC members. We discussed arrangements for a high quality sound system so that the members could hear the spots clearly. And we agreed on the handouts we would provide to supplement the presentation.
- + Met with Ms Gillian Dunn at Vision Graphics and asked her to prepare estimates of the cost of writing and producing a radio spot (but not pre-testing it). We gave

her a copy of the Index of Content Outlines and a sample program content outline as a model. She agreed to have the estimate ready on Thursday.

- + Examined the new equipment provided for the Project by UNICEF. "MOAC-Nutrition" was burned into the plastic cases of all the equipment with a pencil soldering iron.
- + Went to Omniphoto to identify miscellaneous supplies we would need for the interconnection of the new equipment. The supplies will be purchased by the MOAC.
- + Arranged to borrow tools to prepare audio interconnection cables and to install the telephone audio interface (to record interviews by means of the telephone).

Tuesday, September 17

- + Worked on materials for the presentation to the NNC: copies of radio spots, outline of remarks, finalization of handout materials, duplication of materials
- + Prepared an MOAC Purchase Order for audio production supplies: recording tape, interconnection cables, tools, tool case, rechargeable batteries and recharger, etc
- + Picked up most of the supplies, assembled cables, tested all the equipment
- + Completed preparation for presentation to the NNC

Wednesday, September 18

- + Attended the NNC meeting, hearing first the presentation by Dr. Guma, Director of the University of Swaziland Social Science Research Unit, of the SSRU Knowledge, Attitudes, and Practices (KAP) Study
- + Made our presentation to the NNC. (See the Outline of Remarks in Appendix E) The presentation included the actual production of a radio spot in front of the members of the NNC, just as if we were recording it in the studio. We played the Swazi lullaby sound bed while Ms Zwane read the script (in SiSwati). The presentation was well received. The Chairman of the NNC, Mr. Magalela Ngwenya, congratulated Ms Zwane on the outstanding work she had done so far on the radio component of the Project. He also expressed his wish that donor support for the Project include funding for long-term training for Ms Zwane. Dr. Douglass commented on the critical importance of maintaining strong links among the many parties who were contributing their efforts to the Weaning Project and keeping the many voices which are encouraging better infant feeding in tune with each other. Mr. Mateljak, Training and Communication Officer for UNICEF, promised his organization's support for the sensitization workshops being planned for management and on-air staff of the SBIS.

- + Picked up more of the supplies from Omniphoto
- + Discussed Project extension activities with Ms Juliet Aphane, developing a list of Project needs, determining which the MOAC would support, and prioritizing those which would be requested of the USAID Mission on Friday.
- + Drafted a list of Project activities for 1991-1992 (Appendix G)

Thursday, September 19

- + Briefed Mrs. Motsa about our meeting with Ms Aphane concerning Project activities which need to be carried in the next year of the Project's life. She confirmed those which the MOAC will support, and made small adjustments to the expression of the items and the priorities. These revisions were incorporated in the document which was presented to USAID the next day.
- + Drafted a set of guidelines for pretesting radio spots (Appendix F)
- + Prepared a letter to Julie Hill (one of the trainers in Ms Zwane's workshop in Zimbabwe and someone Dr Douglass worked with in Liberia) asking for recommendations of appropriate training sites for Ms Zwane. (Appendix I)
- + Wrote a letter to Ms Anne Roberts, informing her of the letter to Ms Julie Hill. (Appendix H)
- + Printed copies of various project documents that have been prepared during this and previous consultancies
- + Held a debriefing meeting with Mr. Mateljak of UNICEF. In attendance were Ms Zwane, Ms Aphane, and Dr. Douglass. The following points were covered.
 1. Mr. Mateljak remarked how much he had enjoyed the radio spots at the NNC meeting the previous day
 2. We presented him with a copy of the draft guidelines for pretesting radio spots. (He had expressed interest in the technique during previous meetings.)
 3. Discussed the sensitization workshop for SBIS managers and on-air staff which UNICEF will fund. It was agreed that Dr. Douglass did not need to serve as a resource person.
 4. Discussed the large equipment order and learned that it is in process with delivery expected after the first of the new year
 5. Discussed the critical importance of maintaining a strong link with the Health Education Unit which also produces radio programs which carry information about weaning and infant nutrition. Because of Mrs. Nxumalo's acting responsibilities, she has not been able to continue as a member of the communication team of the Weaning Project. Thus we have lost our formal link with the HEU. We are eager to prevent inter-ministerial cross-communication with the public over the technical aspects of weaning. It would be helpful

in reducing the workload of the radio producers if they could exchange program material but this is less likely if a formal link does not exist. We stand to gain from the technical expertise, both in nutrition and in radio production, if we can work together. And finally, we can coordinate our communication strategies if we are linked. We were joined in the discussion by Mr. Sidney Nkambule, radio producer of the HEU. He agreed to work with Ms Zwane and was interested in the exchange of program material. Ms Aphane agreed to pursue formal, higher-level linkage between the Nutrition Section and the HEU to assure that cooperation at the technical level can take place.

6. We agreed that the UNICEF-sponsored breast feeding and growth monitoring dramas and "Facts for Life" spots which they have commissioned Vision Graphics to produce would be broadcast in the Home Economics Section radio programs to give them wider exposure to the listening audience.
7. The tentative date of Dr. Douglass' next consultancy was mentioned to Mr. Mateljak.

Friday, September 20

- + A debriefing meeting was held with Mr. Ngwenya, Chief Projects Coordinator, MOAD and Chairman of the NNC. The following points were raised.
 1. He restated his appeal for support for long-term training for Ms Zwane
 2. We discussed the workshop for SBIS management and on-air staff, to be supported by UNICEF, and to cover both nutrition and health topics
 3. He will take responsibility to discuss with the Director of the SBIS the matter of placing Weaning Project radio spots in prime broadcast time
 4. We informed him of our intention of presenting a set of Project technical assistance needs to USAID today
 5. We affirmed the importance of keeping close ties with the HEU of the MOH with respect nutrition and health matters common to both ministries.
 6. We also affirmed the importance of donor-supported activities be carried out under the control of the ministries.
 7. He was informed of the proposed dates of the next consultancy by Dr. Douglass, subject to the availability of USAID funding.
- + A meeting was held with Mr. Patrick Lukhele, Director of Agriculture. This was the first opportunity for Dr. Douglass to be introduced to him. The purpose of the meeting was to become acquainted. The meeting was very cordial.
- + A debriefing meeting was held with Mrs. Sampson, Project Assistant in the HPN Office of USAID. Attending were Ms Zwane, Mrs. Motsa, and Dr. Douglass. The topics included:

1. A report of progress on the Scope of Work covering this consultancy and the one in August
 - > With respect to the development of a radio promotion strategy, a set of general prescriptions has been prepared, the rest of the content outlines need to be written by Ms Zwane and colleagues in the Home Economics Section and the HEU of the MOH, the topics within infant feeding need to be prioritized utilizing the results of the SSRU Study report, and agreement with SBIS about placing some of the spots in radio prime time needs to be secured.
 - > With regard to social mobilization activities to support the Project, the NNC has not been able to find an NGO to take on this responsibility. Mrs. Danisile Vilakati has been assigned and is already working on the reminder cards and the design of T-shirts.
 - > Presentation and acceptance of the SSRU Study Report was effected on Wednesday this week by the NNC so the report can be officially used by the Project.
 - > Dr. Douglass assistance with video production cannot be utilized until the equipment arrives. UNICEF expects delivery in January of 1992.
 - > Finalization of the spot scripts and scheduling of the premier airing should take place by the end of the next consultancy in late October.
2. The request from the Home Economics Section for USAID support of the Weaning Project in the year beginning October 1, 1991 was presented. See Appendix G
3. The draft Scope of Work for the next consultancy tentatively set for October 28 through November 1, 1991. (Appendix K)
4. The interim tasks which Ms Zwane has agreed to carry out with Ms Mavuso's assistance, prior to the October 28 consultancy. (Appendix M)

III. CONCLUSIONS, RECOMMENDATIONS, AND NEXT STEPS

A. CONCLUSIONS

It is the consultant's view that the radio component of the Project is moving forward satisfactorily and is receiving strong support from the NNC, the Home Economics Section management, key officials in the MOAC, and the HPN Office of the USAID Mission to Swaziland.

Ms Zwane is working very hard and effectively, particularly during the consulting periods, to learn the skills of radio production and program planning.

B. RECOMMENDATIONS

1. Continue the production of radio "spots" until all the topics in the Index of Content Outlines are covered: complete the writing of the remaining content outlines and with Miss Mavuso's assistance produce more "spots."

2. Provide training to Ms Zwane and other development producers in the radio "magazine" format
3. Complete the development of an overall communication strategy for the Project and, in particular, a radio program broadcast strategy: conduct a workshop involving the key workers and organizations to develop an overall strategy, prioritize the topics following the results of the SSRU study report and the advice of professionals working in the field, and prepare a creative brief.
4. Continue to support activities which increase the radio program production efficiency of Ms Zwane and others who produce radio material to support better infant nutrition. Examples of activities already in progress: acquiring appropriate radio production equipment, supporting training in word processing skills, relocating and reorganizing Ms Zwane's office so that script writing, recording, auditioning, and editing work can be completed there before going to the SBIS development studio.
5. Provide funds and identify a suitable site for long-term training for Ms Zwane in radio production skills, especially those associated with the radio "magazine format," and program conceptualization and planning skills.
6. Encourage completion of the reminder cards for mothers to take home and keep following a nutrition counselling session
7. Support an appeal to the management of SBIS to (1) provide broadcast times which are more suitable to reach the Ministry's (and Project's) target audience, and (2) to give broadcast time to some of the Project's "spots" adjacent to popular programs such as the evening news
8. Encourage the NNC to continue to play a strong leadership role so that the organizations supporting better infant feeding practices in Swaziland provide consistent messages
9. Provide support to train about 30 Home Economics Extension advisors to use simple tape recorders to gather program material for the Ministry's two weekly radio programs
10. Advise on the design of two mid-term evaluations to be carried out by locally-hired researchers to assess the impact of the radio component of the Project
11. Support training in computer word processing skills for Ms Zwane and other Home Economics staff

C. NEXT STEPS

Appendices L and M list the tasks Ms Zwane agreed needed to be done between August 19 and September 13 (the period between the two consultancies covered in this report) and between September 23 to October 25, the period before the next consulting trip.

In addition to the interim work referred to above, the next major tasks to carry the radio production component of the Project forward are listed in the draft Scope of Work for Dr. Douglass for his consultancy tentatively scheduled for late October. These were developed in consultation with the Home Economics Section and presented to Mrs. Sampson at the USAID Mission to Swaziland who found the draft acceptable. The draft Scope of Work can be found in Appendix K.

Beyond the tasks listed in the Scope of Work for the next consultancy, there are several other things that need to be done to make the radio component of the Project successful. These are contained in Appendix G, a list of Project activities for 1991-1992. The consultant feels that the radio component should be in place and fully functional in less than a year if the support requested by the Home Economics Section is granted.

APPENDIX A
LIST OF CONTACTS

LIST OF CONTACTS

MINISTRY OF AGRICULTURE AND COOPERATIVES

Mr. Patrick Lukhele, Director, Department of Agriculture and Research

Mr. Magalela Ngwenya, Chief Projects Coordinator; Chairman of the NNC

Mrs. Christobel Motsa, Principal Home Economics Officer

Ms Juliet Aphane, Home Economics Officer

Ms Nenekazi Zwane, Assistant Home Economics Officer

Ms Danisile Vilakati, Assistant Home Economics Officer, Motjane

MINISTRY OF HEALTH (HEALTH EDUCATION UNIT)

Mr. Sidney Nkambule, Radio Producer

SWAZILAND BROADCASTING AND INFORMATION SERVICE

Miss Lindiwe Mavuso, Continuity Announcer

Ms Barbara Mthethwa, Studio Operations for Development Programmes

UNICEF

Mr. Rodney Phillips, Assistant Representative

Mr. Goran Mateljak, Training and Communications Officer

USAID

Mrs. Anita Sampson, HPN Program Specialist

NATIONAL NUTRITION COUNCIL MEMBERS (not cited elsewhere)

Mrs. Lombuso Nxumalo, Acting Head of the Health Education Unit

Mrs. Mngomezulu, SINAN

Matron Mndzebele, Ministry of Health

Ms Cynthia Dladla, Health Education Unit, MOH

UNIVERSITY OF SWAZILAND

Dr. X. Guma, Director of the Social Science Research Unit

Ms Caroline Behrman, Fulbright Fellow

APPENDIX B

INDEX OF RADIO PROGRAM CONTENT OUTLINES

THE WEANING PROJECT

Index of Radio Program Content Outlines

(Outlines which contain objectives, educational messages, and action messages)

Growth Stunting

- What it is
- Its causes
- Extent of growth stunting in Swaziland
- The consequences for individuals and the Nation

Breast Feeding

- When to begin
- Rooming in
- Exclusive breast feeding for the first four months
- Continued breast feeding until 2 years of age
- Breast feeding techniques
- Breast feeding problems and their solutions

Energy-Dense Weaning Foods

- Introducing weaning foods at 4 months - what to expect
- Appropriate weaning foods for babies 4 to 6 months old, and how to prepare them
- Appropriate weaning foods for babies 6 to 12 months old, and how to prepare them
- Appropriate weaning foods for babies 12 months old and older, and how to prepare them
- How to prepare weaning foods from the family pot

Feeding Frequency

- For babies from birth to 4 months
- For babies 4 to 6 months old
- For babies 6 to 12 months old
- For babies 12 to 24 months old

Feeding a sick child

- Birth to 4 months old
- 4 to 6 month olds
- 6 to 24 month olds
- Making and giving ORS

(Continued next page)

Feeding a child following illness (recuperative feeding)

- Birth to 4 months old
- 4 to 6 month olds
- 6 to 12 month olds
- 12 to 18 month olds
- 18 to 24 month olds

Giving Enough Food to Growing Babies

- Measuring food quantities
- Making sure the infant gets enough to eat

Home Sanitation and Personal Hygiene

- Body cleanliness
- Hand washing before preparing food
- Cleanliness in the kitchen
- Latrines and their use
- Hand washing after toileting
- Home waste disposal (garbage, dish water)
- Clean water

APPENDIX C
PRESCRIPTIONS FOR A BROADCAST PLAN

THE WEANING PROJECT

Prescriptions for a Broadcast Plan

by Dr. Edward F. Douglass

There are some basic facts about how people listen to the radio which must be at the base of any radio broadcast program plan.

- + a program producer does not have a "captive" audience (like mothers attending a health talk at a clinic)

- + the producer's program is in competition with other radio stations which may, at times, have a greater attraction to the target audience

- + radio listening is usually an accompaniment to other, more important activities. These activities include such things as cooking, house cleaning, child care, or conversation with friends and family.

- + radio listening is usually a shared activity; it's done by the listener while doing other things. In contrast, watching TV or reading a newspaper require nearly the full attention of the viewer or reader.

- + not all of today's listeners will be listening next week at the same time because of such things as funerals, illness in the family, a visit by a friend, the need to go to market, or because the radio batteries went flat

- + listeners can turn the radio off with impunity if they do not like what they are hearing or they are not interested. It is not like a workshop, or a lecture, or a concert. If a person leaves one of these, everybody knows it! And so as not to offend or publicize a lack of interest, participants tend to stay at these affairs until it is "safe" or polite to leave.

- + the object of the radio programs for the Weaning Project is to cause not only an increase in knowledge but a change of behavior in the desired direction. (Note in the SSRU KAP study report the fact that mothers know the correct thing to do, but do not do what they know they should!)

With these facts about radio listening in mind, the program broadcast schedule needs to follow these prescriptions:

1. Spots and long-format programs must be repeated several times, for at least two reasons. One is that people often don't learn something with only one exposure to the information. The second reason is that if only half of the potential audience is listening on a given day, the program material must appear in another broadcast in order that some of the other half get "exposed."

2. Through the Index of Content Outlines, the producer knows all of the information that must be put to the target audience. Not only should everything be covered, it should be

repeated several times, and the "depth" of coverage (the total amount of time devoted, the number of different ways the topic is presented) determined by the listeners' need for the information.

Audience "needs" can be identified in the SSRU KAP study report. Low need is associated with those topics which most of the target audience already understands or is doing correctly. The correct knowledge and behavior only need to be reinforced. High needs are those where a substantial percentage of the audience misunderstands or, more particularly, is not engaging in the correct behavior. Programs, in these cases, need to be persuasive and need to have several repeat broadcasts.

3. With the members of the target audience listening irregularly, there is not much point in ordering the sequence of programs in the kind of logical pattern that would be used in a series of classroom lectures (where attendance is expected, if not required). Thus, programs can be broadcast (and rebroadcast) in nearly any order. Topics can be taken up in the order in which experts are available, interesting people can be interviewed, or program submissions come in from the regions.

4. The program producer needs to develop a "score card" to keep track of the number of programs and spots produced and broadcast on each of the topics in the index of content outlines. At a glance she should be able to tell the progress being made.

5. If the number of listeners to "Sisekhaya" and "Kudliwani" is small, these programs will not have much impact. However, beware! It is the curse of all radio producers that they fall into the trap of thinking that their programs "are the best thing since sliced bread!" Their ego-involvement deludes them into thinking that what they are broadcasting is as compelling for the audience as it is for them. They tend to forget about audience-building. It is better to assume that almost nobody is listening during the broadcast time slots, and then ask what can be done to increase the audience size. To build the size of the audience, consider:

- a) the likelihood that the broadcast time is convenient for your target audience
- b) the broadcast of promotional spots for the programs at other times of the day and week to try to bring new listeners to your programs
- c) that publicizing what will be talked about on next week's program will bring as many of this week's listeners over to next week's program.
- d) that the beginning moments of the programs will be so exciting and interesting that almost none of the listeners carrying over from the previous program will shut their radio off or tune to another station.
- e) the use of audience-building promotion techniques: write-in ask-the-doctor questions and answers with "star" questions receiving a prize, simple prizes for correct answers to important questions about infant nutrition, quick interviews with lots of people from around the country which encourages them to listen to themselves (and to the programs). Use the imagination here.

6. An exchange of program material with other development communication producers serves a couple of purposes: it relieves the producers of some of their radio program production work load, it adds some new voices and perspectives to the programs making them more attractive to the regular listeners, and exposes the material to people who

listen at other times of the day.

7. Using the "magazine" format within the programs has the advantages that it is a flexible format, allowing the producer to easily incorporate magazine "features" of any length; to include self-promotion spots or information; and to use bits of entertainment music to make the program more attractive. In order to get a high repeat rate, especially on the most important topics, the number of repeats can be disguised (especially from the most regular listeners) by repackaging the repeat feature with features that are different from those used in a previous broadcast. Watch out, though! A magazine format program is more complicated to produce.

APPENDIX D
RADIO SPOTS

THE WEANING PROJECT
Radio Spot

FATHERS' LOVE FOR CHILDREN

S.F.X. [FADE IN MUSIC ON CART A OF LADYSMITH BLACK MAMBAZO SONG, HOLD FOR 5 SECS. AND F/OUT SLOWLY, THEN CUT.]

MAN 1: Babe! Uyati - nje kutsi lubisi lwemkakho luyancipha uma anetinkinga?

S.F.X. [FADE IN SONG AT CUT 2. HOLD TO END. CUT.]

MAN 2: Make lohlala anetinkinga akakhoni kuphakatsa kahle. Ngako - ke babe, mnikete lutsandvo lolwengetiwe ngesikhatsi amunyisa kute umntfwana atewukhula kahle.

MAN 1: [CONFIDENTLY AND WITH VIGOR] Babe! Musa kugcina - nje ngekutsi, "Hello my baby," khumbula nekutsi, "Hello wakami," khona kutewakheka lubisi lolunyenti kunina wemntfwana.

S.F.X. [QUICK FADE SONG, THEN F/OUT SMOOTHLY.]

THE WEANING PROJECT
Radio Spot

SANITATION 1

- BOY 1:** Eyi awati phela, itolo besiye lapha ekhabo Themba, amaphela netimphungane! kuyabhuza - nje.
- Boy 2:** Pho kunani! Nasekhaya - nje emaphela akhona.
- Boy 1:** [INTERJECTS] Hhawu kahle kute umuti lote emaphela.
- Boy 2:** Hha! sewuyangiyenga - ke lapho kute umuti lote emaphela.
- Boy 1:** Singaya nyalo akhaya ngeke siwakhandze.
- Mum:** Kusho kutsi ekhabo Themba kungcolile. Tilwane letifana nemaphela natimphungane tibangwa tibi nekungcola. Ngako - ke shanyelani amabala nibutse netibi.

THE WEANING PROJECT
Radio Spot

SANITATION 2

- S.F.X. [CHILD PLAYING WITH TIN CAN. HOLD FOR 3 SECS. CUT.]
- Boy 1: Eyi, asengitotilungisela imoto yami ngiye lapha esitolo.
- S.F.X. [KID "PANEL BEATING" TIN CAN CAR.HOLD 1 SEC., CUT.]
- Boy 1: Awuve - ke seyilungile.
- S.F.X. [QUICK FADE BOY 1 IMITATING SOUNDS OF A MOVING CAR.]
- Boy 2: [INTERJECTS QUICKLY. ARGUMENTATIVE VOICE.] Letsa Ndumiso tami lemoto ngititfolele.
- Boy 1: [ANSWERING BACK ANGRILY.] Yami lemoto ngititfolele kucala.
- Boy 3: Umbangiselani lemoto ngoba vele utitfolele kucala?
- Boy 2: Anginendzaba - ke mine, nami ngitawuhamba ngiyotakhela lapha eceleni.
- Girl: [SHOUTING, CALLING IN HER SIBLINGS.] YeThemba, Themba! Buyani nitokudla nine niyekele kudlala ngemhlabatsi.
- Boy 2: [HAPPILY] Eyi, nasisi Nomvula ngatsi besasibonile [THROWING CAN] vele kutsi sesilambile.
- Boy 1: [GRABBING AWAY AT FOOD.] Eyi, ngatitfolela inyama lenkhulu.
- Boy 3: [INTERJECTS.] Yami lenyama, uyitsatselani ngoba ngimi lomdzala.
- Girl: Hheyi nine! Hambani niyogeza tandla. Nidlelani ningakatigezi tandla.
- Boy 2: [COMPLAINING.] Eyi nawe sisi Nomvula uyahlupha njalo uma kufuneka sidle usitjela kutsi sigeze tandla.
- Mum: [WITH A CONFIDENT AND AUTHORITATIVE VOICE.] Ye Nomvula! Wani lomsindvo lapha ekhaya hhayimihlolo na!
- Girl: Abafuni kugeza tandla make.
- Mum: Yebantfwana! Phela akudliwa ungakagezi tandla ngoba ungadla nemagciwane labanga tilo kanye nesifo semsheko.

THE WEANING PROJECT
Radio Spot

SANITATION 3

GIRL 1: [APPEALING VOICE] Ye bomngami! Niyati-nje kutsi nani ningasita kugcina emakhaya akini ahlobile?

S.F.X. [SONG, 30 SECS]

Washanyeleni amakhaya enu
Nikwemboze konke ukudla
Nigeze izitsha namubhodwe
Nigubh'imigodi yangasese
Nishise izibi namaphepha
Amakhaya ahlal'ahlanzekile
Ukuze siphile kahle sonke.

GIRL 1: Mngani wami, kukhona yini kunye kwaloku lokwentile lamuhla?

S.F.X. [SONG, AGAIN. FADE UNDER FOR:]

TWO GIRLS
IN UNISON: Siyini?

OTHERS: Singemantfombatane

TWO GIRLS
IN UNISON: Lentani?

OTHERS: Lasita bonina bawo kugcina emakhaya akubo ahlobile.

THE WEANING PROJECT
Radio Spot

RECUPERATIVE FEEDING
(using energy-rich foods)

- S.F.X. [BACKGROUND NOISES OF PEOPLE IN WAITING ROOM.]
- Nurse: [LOUDLY.]
Ngena! Lolandzelako! [DOOR, PAUSE.]
Naso situlo Nkosi. [CHAIR.]
Ninjani make? Sewunjani umkhuhlane kuLindiwe?
- Mum: Akusafani kona nesi. Sewunconywa - nconywana.
- Nurse: [HAPPILY.]
Kwaze kwaba mnandzi - ke loko. Asewumbeke lapha esikalini - ke sitembona. [SCALE] [PAPERS SHUFFLING.] Uyabona - ke Tsabedze kutsi sisindvo saLindiwe sehlile kunalesi bekangiso kulenyanga lephelile, yize lokugula wena sewukubona sekuncono.
- Mum: Nami - vele ngiyamuva sewumalulanyana.
- Nurse: Kutawudzingeka - ke kutsi Lindiwe umuphe kudla lokucuketse kakhulu liseko lelinika emandla.
- Mum: [PUZZLED.] Njengani - nje nesi?
- Nurse: Ungamupha emakotapeni, emantongomane, emafutsa noma majerina.
- Mum: Ngitawetama impela nesi. Vele emakotapeni nemakotapeni yinala lekhaya.
- Nurse: Hamba kahle - ke Tsabedze. Ubombuyisa atowukala futsi emuva kwemaviki lamabili.
- Mum: Ngiyabonga - ke mntfwanami. [MOVING AWAY.] Sesitawubonana emuva kwaleliviki lelitako. Salani.
- Nurse: [LOUDLY.] Ngena! Lomunye lolandzelako!

THE WEANING PROJECT
Radio Spot

HEALTHY BABIES - HEALTHY NATION

S.F.X. [KIDS SINGING "HAPPY BIRTHDAY" IN SISWATI.]

Voice 1: Make uyati yini kutsi bantfwana labaphile kahle balikusasa lemaSwati?

S.F.X. [KIDS HUMMING "HAPPY BIRTHDAY" UP TO LINE 2. CUT.]

Voice 2: Kwekute umntfwanakho akhule kahle udzinga kutsi ondleke ngendlela. Umtfwana lowondlekile ngulowo lonakekelwe kusukelanatalwako. Ngako - ke vamisa kubonana nanesi, uMgcugcuteli noma Lomakhaya wakho atekukusita ngeteluleko tekukhulisa kahle luswane lwakho kute lube ngumliba loya emmbili.

S.F.X. [QUICK FADE SONG TO END WITH YEEP YEEP HURRAY SUNG
2X]

THE WEANING PROJECT
Radio Spot

WORKING MOTHERS

- S.F.X. [WAILS OF A HUNGRY BABY. HOLD FOR 5 SECS, F/DOWN AND KEEP UNDER]
- G/MUM: [OLD, ROCKING BABY, HUMMING LULLABY]
Owa! Owa! Thula gogo, thula phela ntfombi yami. Asengikwentele kudla kwakho kumbe sewulambile - nje. [POURING WATER]
Hawu! Nkosiyami konje utsiteni malukatana, utsite ngifake tingakhi tipunu letingakhi talokudla kwakho uma lamanti angaka?
[DOUBTFUL]
Utsiteni kodvwa? Utse ti - tibe lishumi? Hhayi kungatsi utsite tibe siphohlongo. Mmh akusenandzaba, sengitawusale ngenta - nje.
- S.F.X [LULLABY, AT "OOO'S, AND FADE UNDER. FADE OUT BEFORE WORDS BEGIN]
- VOICE: Ungatsandza yini kutsi loku kwenteke kumntfwanakho? Lubisi lwelibele lukudla lokumlungele umntfwanakho. Luswane lwakho lungaphila futsi lukhule kahle ngelubisi lwelubele - vo, luze lucedze tinyanga letine, kantsi futsi lungachubeka kutfolo lokudla lokuphelele noma sekufike sikhatsi sekutsi ubuyele emsebentini. Tsintsana naLomakhaya, uMgcugcuteli, Nesi noma uMlimisi lodvute nawe atekusita akukhombise kutsi ungenta njani kwekute umntfwanakho achubeke atfole lubisi lwelibele nobe sekufike sikhatsi sekutsi ubuyele emsebentini.
- ALL: Khumbula! Kumunyisa ngumanqoba.

THE WEANING PROJECT
Radio Spot

BREAST FEEDING PROBLEMS
(Cracked Nipples)

- S.F.X. [SMOOTHLY FADE IN CRIES OF BABY. HOLD 5 SECS. KEEP UNDER.]
- MUM: [SADLY] Ewu, kazi sengitakutsini mntfwanami. Ngiyafisa kona kukumunyisa, kepha tingono tami atisafuni nani - nani kweyanywa ngoba tifafabukile.
- S.F.X. [F/OUT BABY'S CRIES AND CROSS FADE IN LULLABY AND KEEP UNDER UNTIL END]
- VOICE 1: [CONFIDENT, STRESSING VOICE]
Tinkinga letinjengalena tingakuvelela nawe ngesikhatsi umunyisa. Uma uhlushwa tingono letifafabukile noma ngulokunye lokungenta kutsi ungakwati kumumunyisa kahle umntfwanakho, tsintsana naLomakhaya, uMgcugcuteli, Nesi noma uMlimisi losedvute nawe atekukusita kucedza kanye nekuvikela kuphatfwa tinkinga temabele letingahle tinciphisele umntfwanakho sikhatsi sekumunya.
- ALL: Khumbula! Libele ngumanqoba!

THE WEANING PROJECT
Radio Spot

INTRODUCE FAMILY FOODS

S.F.X. [FADE IN SONG, "IYAGUDUZA INDODA" ON CART B. HOLD FOR 10 SECS, THEN F/DOWN AND KEEP UNDER.

VOICE 1: [WORRIED, THINKING OUT LOUD]
Ehhe, namuhla kona kungatsi litangishonela emini. Lomntfwana nakavuka engabe ngitamuphani? Nalokudla labamshiyele kona sengikutsintitse konke lapha ephakeshananeni lako! Awu lisu seliyotidala lona. Kodvwa Impela nalonina uyawutsi ayewubuya edolobheni, lomntfwana uyawube asangikhiphe emehlo.

VOICE 2: [WITH CONFIDENCE]
Make, yini utifake etindlekweri letinyenti? Umntfwanakho nasatihlangansile tinyanga letine sewungacala kumfundzisa kudla. Mukhelele kwakhe kudla kuloko lokuphekele likhaya lakho. Hlala naye umfunte kudla lokugiywe ebhodweni lelipheke kudla kwelikhaya lakho lonke.

S.F.X. [FADE UP SONG ON CART B. HOLD FOR 5 SECS AND F/OUT SLOWLY]

THE WEANING PROJECT
Radio Spot

OWN BOWL

S.F.X. [S.B.S. NEWS GONG. HOLD UP TO 3RD BLEEP. THEN FADE DOWN AND OUT]

MOM: Awu selishonile. Asengiphakele, umntfwanami utaze alale angakadli.

S.F.X. DISHES, POT, OPENING LID.

MOM: [SHOUTING] Mfan'zile! Mfan'zile lo! Vela ngalapha mfan'wami. Tsatsani kudla kwenu mkhulu, niyekudla. Ubosita phela babe ubone nemntfwana kutsi uyadla.

MAN: Umntfwanakho kute aphile kahle udzinga kudla lokwenele. Mphakele kudla lokulingene yena endishini yakhe yedvwa, khona utowuba nesiciniseko sekwati kutsi udle kangakanani; hhayi lo wathela wayeka-nje.

Nawe-ke njengenina, hlala naye umkhutsate kutsi adle.

MOM: Hawu kantsi ngicishe ngatibulalela lentfombatanyana yami. Nangemambala umntfwanami asengimetfulele lendishana lengayibeka lapha emakhathonini khona ngitemuphakela kuyo.

IN UNISON: Lijaha sisu.

THE WEANING PROJECT
Radio Spot

RECUPERATIVE FEEDING
Sour Foods
Infants over 6 months of age

- S.F.X. [MUM ROCKING BABY TO SLEEP. HOLD 5 SECS, THEN CUT]
- MUM: [TIRED, WHISPERING VOICE] Awu! Uze ulale mntfwanami. Kumbe utake utfole nekuphumula.
- Kepha ulala-nje umoya wami awumnandzi nani ngoba ngiyati kutsi awukesutsi. solo kusile kudla kwakho uyakucokolota.
- [WITH A SIGH] Futsi-impela nalomkhuhlane bowukuphetse ngiyawesaba.
- VOICE 1: [CONFIDENTLY] Make! Khumbula kutsi wonkhe umntfu navuka ekuguleni inhliyo yakhe iba mnyama. Nakumntfwana futsi kuba njalo.
- Kwekute inhliyo yalomntfwanakho ivuleke, mlungisele kudla lokumunywana njengencwancwa, emasi nalokunye.
- Futsi ngalesikhatsi avuka ekuguleni uyadzinga kumkhutsata kutsi adle ngoba inhliyo yakhe isesemnyama.
- MUM: [HAPPILY] Wo! Sengiyati. Cha umntfwanami asengimphekele luphutfu ngitomvubela ngemasi naloku bengitsi lenggula sitayitfulula kusasa-nje
- ALL: [SONG]
- Yelobhalaza. Mmhm
Wentelani? Mmhm
Kuba mhlophe. Mmhm
Kants' umnandzi, Mmhm
Mphimbo Vuleka
Etandleni, etandleni, etandleni [FADE OUT SLOWLY] etandleni,
etandleni, etandleni,
etandleni, . . .

APPENDIX E

OUTLINE OF REMARKS TO THE NATIONAL NUTRITION COUNCIL

Outline of Remarks

Presentation to the National Nutrition Council
18 September 1991

Ms Nenekazi Zwane
Dr. Edward F. Douglass

Preliminary remarks:

- + this will be a joint report by Nenekazi and me
- + the report will be about our progress and our plans for the radio component of the Project
- + pleased at the opportunity to meet with and report to the NNC for the first time

1. As radio producers we are fortunate to be able to work from a rich research base

A. the extent of the growth stunting problem has been clearly identified, pointing to the great need for this project (funded by the government, UNICEF, and USAID)

B. Anthropological/sociological studies have been completed that describe the nature of the under-feeding problem from the human and social perspective (funded by UNICEF and the government)

C. A study of radio listening habits gives us important information about how Swazi citizens listen to radio and their reactions to the various development radio programs. (funded by the Development Communication Project - USAID and the Academy for Educational Development)

D. The report of the SSRU KAP study reviewed this morning gives us vital information on the extent of the practices and behaviours that are resulting in the under-nourishment of Swazi children. (funded by UNICEF and the government)

2. The primary messages of this project are clear and are well-supported by the evidence that comes from the research. The face-to-face teaching and counselling is already spreading the project's messages and the radio programs will support and reinforce these same messages.

A. Exclusive breast feeding for the first four months of life must be promoted to achieve good rates of infant growth

B. Once semi-solid foods are introduced beginning in the fourth month, these foods must be more-energy dense than the thin indengane which too many mothers (mistakenly) believe is sufficient. The promotion of appropriate weaning foods is essential to continued infant growth.

C. Mothers need to be encouraged to feed their infant children six times a day in order for the child to get enough of the energy-rich weaning foods.

D. The rather too common practice of withholding food during illness needs to be discouraged so that the sick child continues to be fed at least what he or she can manage.

E. When the sick child begins to recover, special feeding is required to return the child to good nutritional status.

F. Finally, the cleanliness of the home environment, the washing of hands before food preparation, the use of latrines and waste disposal pits, and the use of clean water

are vital to protecting the growing child from appetite-robbing illness.

3. Experience with public health education throughout the world has demonstrated the synergistic effect of several channels of communication disseminating the same messages in a coordinated way to the target audience. The use of face-to-face, print, and broadcast messages is analogous to the traditional African three-legged cooking pot; it is most stable when all three legs are present.

A. Training of home economics extension officers as well as nurses and rural health motivators has already taken place. Observation of their teaching skills in using the counselling cards and flip charts is taking place. These cadre provide face-to-face teaching and motivation to mothers of young children and expectant mothers.

B. Teaching flip charts and counselling cards have been prepared, pretested, revised and printed in quantity with UNICEF's support.

C. Reminder cards to be given to mothers following a counselling session are in the design and pretesting stage. These will be an aid to recall for the mother, reminding her accurately of the important details of properly feeding her growing child. UNICEF will support the reproduction of these cards.

D. Social mobilization activities are also in the planning stages.

E. The use of newspapers and video tape are being contemplated and will be used if the human resources allow.

F. Now, preparations to use the medium of radio are under way.

G. To be sure that the messages given to the target audience by the many communicators involved in promoting improved infant are consistent, content outlines are being prepared.

1. Wisely, the counselling cards and teaching flip charts were thoroughly based on the research findings.

2. Similarly, the content outlines are also consistent with the research and with the print materials already developed and in use.

3. Now, anyone who joins in this campaign to improve the feeding of infants can base what they teach on the content outlines, increasing the likelihood of the consistency of the messages reaching mothers.

4. The radio strategy will reinforce and give credence to the face-to-face teaching and the print materials.

A. Extensive use of radio "spots" will be made. Play examples:

1. standard radio spot **"FATHER'S LOVE" SPOT**

2. use of an authority figure **"ENERGY-RICH" SPOT**

3. short dramatic spot **"HOME SANITATION" SPOT**

4. but mainly, scripts read over a "sound bed" of a traditional Swazi lullaby **DEMO OF LULLABY WITH SCRIPT READ OVER IT - DONE "LIVE"**

5. Over the next year and half or two years, perhaps 50 spots will be aired, many times

B. The 15 minute programs, "Sisekhaya" and "Kudliwani" will be used regularly to carry persuasive material about improved infant feeding

1. format to be changed to the flexible "magazine" format

2. exchange of magazine "features" with Ministry of Health radio programs

3. home economics extension agents to be trained to gather radio program material and provided with tape recorders; these materials will be incorporated as magazine features in the two radio programs

4. the features of the magazine will be repackaged and given repeat airings in order that most of the target audience will hear the feature and that many will hear the feature more than once so that learning and the persuasive qualities of the features will be effective.

C. Promotion of the two programs will be mounted in order to build audience size; the effectiveness of the radio programs is directly proportional to the size of the listening audience.

1. Promotion within the program

2. Promotion outside the program broadcast time, especially in radio's "prime time"

3. Listenership promotion and increased program loyalty to be developed through periodic contests, prizes, etc.

4. A workshop is planned for SBIS announcing staff and managers to sensitize them to the importance of improved infant nutrition and to enlist their on-air promotional support for the "spots" and the regular programs.

D. Topic priority will be based on the research findings and both "spot" and program broadcast time will be allocated according to the priorities assigned.

E. Periodic assessment of the impact of the communication efforts are being planned so that if weaknesses are discovered, they can be corrected early in the life of the Project.

F. An overall communication plan will be developed not only to guide the radio component, but to integrate all of the communication elements

DISTRIBUTE INDEX OF CONTENT OUTLINES AND THE MODEL CONTENT OUTLINE

DISTRIBUTE COPIES OF A MODEL CONTENT OUTLINE

DISTRIBUTE COPIES OF RADIO PROGRAM PRESCRIPTIONS

APPENDIX F
GUIDELINES FOR PRETESTING RADIO SPOTS

THE WEANING PROJECT

Guidelines for Pretesting Radio Spots by Dr. Edward F. Douglass

One respondent at a time or small groups?

The ideal is to interview one respondent at a time because listening to the radio is a singular or largely private activity. However, it is hard to do this because people are curious about you and your tape recorder. The main problem with groups of people is that the person who first answers your questions tends to lead the others to give the same responses. If there are others in the group who have "strong" personalities --- unafraid to voice their opinions even though contrary to others in the group whose status (age, rank, sex) may be higher --- you may get a diversity of responses. Watch out, though. The "strong" personality may choose to express another view from that of the first respondent simply for the sake of being different.

One respondent at a time is the best choice if you can manage it. Second choice goes to a small group (3 or 4) of people of approximately the same age, sex, and rank.

Observing the respondent

A great deal can be learned about the effectiveness of a spot by observing the respondent during the playing of the spot.

As the spot is being played, watch the face, eyes, and "body language" of the respondent(s).

- + Do they laugh or smile at the parts that are supposed to be funny? If they don't, either the humor is not working or you have a humorless respondent. Relax the respondents by talking informally with them to loosen them up. Then play the spot again and observe the reaction.

- + Do the respondents laugh when they should not? Something may be wrong with the spot. The character is unbelievable. The situation is not "real" to the respondent. The sound effect is overdone and distracting.

- + Do they look embarrassed or uncomfortable to the point of becoming disconnected from the content of the spot? If the spot is designed to embarrass or be emotionally disturbing, the design may be overdone. If embarrassment is not intended but the respondent is nevertheless embarrassed, something is wrong with the spot.

- + If the spot is designed to evoke a certain emotion (love, tenderness, dislike, fear, humor etc), is it evident in the respondent's body language? If the emotional response is not there, something may be wrong with the spot.

Questioning the respondent

The questioning process should be an exploration of the respondent's reaction to the spot. An exploration is best done with lines of questioning that allow the interviewer to respond spontaneously to little clues given off by the respondent and intuitive "hunches" which the

interviewer experiences.

It is not appropriate that an exploration should be guided by a rigid set of questions.

Questioning should begin with a very general, open-ended, and non-leading question. A good opener might be, "What is this program about?" (Most people won't know what a "spot" is. In any event, you have to find a word in siSwati to refer correctly to the "spot" you are playing on the tape recorder.)

What you want to find out most about the spot is if the respondent understands the main point you are trying to get across to the listener. If more than ten per cent of the respondents are not able to identify the main point, something is probably wrong with the spot.

Use your line of questioning to find out what is going wrong and then go back to the office and studio to re-produce a revised spot.

In addition to finding out if most people got the main point of the spot, you might want to find out such things as:

- + did they find the drama believable?
- + are the characters real?
- + how do they feel about the message?
- + do they like the characters?
- + are they persuaded by the message?
- + have they heard anything to the contrary? from whom?

Every question can be "probed" with phrases like, "Anything else?" "Is there more?" "If not, why not?" "Why?"

There will always be the assumption by the respondent that you are the producer or talent or a person otherwise responsible for the radio spot. Respondents generally do not want to offend, so there is a bias against vigorous criticism of your material. The questions, therefore, have to compensate for this bias. As you narrow the focus of the questioning, make the questions more pointed, more direct, and less ambiguous.

Sampling

Sampling should be among members of the target audience. Don't pre-test on home economists or health officers; they are just too different from the members of the target audience. By education, technical training, and experience they do not represent the people you are trying to reach. Do not waste any time on them. In the worst of all situations, they may try to substitute their reactions to the spot for those of the target audience. However, do rely on home economists and health workers for their expert knowledge about nutrition, feeding, and food preparation --- in other words, the technical content of your spots.

Don't test in the Mbabane area, only. Test the reactions of rural people too.

The size of the sample has to be weighed against the cost of interviewing them.

Gross problems with spots will show up in the reactions of the first ten respondents. If the main message is not being grasped or there are definite negative reactions to the spot among more than two of the first 10 respondents, quit testing the spot and either scrap it or re-design it.

Your time and resources will probably limit you to testing the spot on an additional 10 respondents. With 20 tests, you should have confidence that the spot will achieve the results you want. You may, as well, gain some insights from the reactions of the 20 respondents on how to "fine tune" the spot to make it even more effective.

If you are doing a drama series, it would be a good idea to conduct focus group interviews with several samples of 10 or 12 respondents (at a time, not in a public place). This should be done at a formative stage in the development of the drama --- in other words, the testing of a "pilot" program for the series. The respondents will be able to help you shape the characters, their relationships to each other, and the story line, as well. From the marketing world come many guides on how to conduct focus group interviews. Use such a guide.

Try to remember what "works" and what doesn't. If you do, in time you will become more accurate in writing and producing spots that have the desired effect on the target audience.

APPENDIX G

LIST OF PROPOSED PROJECT ACTIVITIES FOR 1991-1992

The Improved Young Child Feeding and Weaning Practices Project
(The Weaning Project)
Home Economics Section
Ministry of Agriculture and Cooperatives
20 September 1991

The Home Economics Section has identified the following activities which they would like to carry out during the next 12 months, beginning October 1, 1991. The Section is appealing to USAID for financial assistance to support these activities.

1. Provide funds to support technical assistance from Dr. Edward Douglass who will:

A. Carry out training for Nenekazi Zwane in the techniques of producing her two long-format radio programs in the "magazine" format.

B. Complete the development of the radio broadcast strategy. In addition to the short paper describing prescriptions for the strategy, the following tasks need to be completed.

- + Obtain SBIS's agreement to air Project spots in radio prime time.
- + Complete the writing of the rest of the program content outlines.
- + Prioritize the topics listed in the index of program content outlines.
- + Allocate the number of spots and the number of times they will be repeated and allocate broadcast time in the two MOAC long-format radio programs to the topics, according to their priority.

C. Conduct a training workshop for about thirty Home Economics Extension Officers in the techniques of using a tape recorder to produce "features" for the two MOAC magazine format radio programs

D. Continue to advise on the production of radio spots

E. Prepare a set of guidelines for two mid-term assessments of the Project's impact on the target audience, especially the radio broadcasts. (See also item 8 below)

2. Fund short and/or long-term training in radio production techniques for Nenekazi Zwane. (See letter of 20 September to Anne Roberts for details of this training which appears as Appendix H of this report.)

3. Supply two vehicles, one to support the gathering and production of radio program material and a second one to support the social mobilization activities of the Project

4. Provide 20 Sony TCM-75V (or equivalent) tape recorders for use by Home Economics Extension Officers to gather program material in the field to send to Nenekazi for inclusion in her two long-format home economics radio programs. (Ten recorders are being supplied by UNICEF.)

5. Purchase 30 battery operated portable speakers for playing back audio from the tape recorders above to small groups of people (for pre-testing radio program materials and for

the playback of recorded educational and training materials). These could be constructed in Swaziland by a local technician from parts and materials readily available.

6. With technical assistance from Ms. Joan Schubert and Dr. Douglass (and if there are sufficient funds, AED's marketing specialist): Fund a workshop to:

A. Develop an overall communication strategy for the Weaning Project. The workshop participants should include the directors and media personnel from each of the organizations cooperating with the Weaning Project. The plan will coordinate the use of face-to-face teaching and counselling, the distribution of print materials, the utilization of radio, and the use of social mobilization techniques in an effort to change infant feeding and sanitation behaviours in the desired directions.

B. To develop a creative brief for the Weaning Project

7. Fund a consultancy to finalize the summative evaluation plan for the Project. In connection with the radio component of the Project, it is important that the evaluation test for impact of messages disseminated by radio.

8. Fund two mid-term assessments of the Project's impact on the target audience utilizing a locally-hired evaluator who will follow the guidelines referred to in 1.E. above. These assessments would be done in addition to the final, summative Project evaluation and would be designed to assess early Project impact and to provide recommendations for communication strategy changes to improve the Project's communication effectiveness.

APPENDIX H

**LETTER TO ANNE ROBERTS
RE: RADIO PRODUCTION TRAINING FOR NENEKAZI ZWANE**

20 September 1991

Ms. Anne Roberts
Nutrition Communication Project
Academy for Educational Development
1255 23rd St. N.W.
Washington, DC 20037

Dear Anne,

At a meeting of the National Nutrition Council this week, the Chairman asked that I identify training institutions that would be suitable for short- and long-term training for Nenekazi Zwane. To follow up on this request, I am writing to ask for your help in identifying training sites. I have also written to Julie Hill, a person I knew from my work in Liberia who has been actively engaged in training African broadcasters for many years.

Frankly, I'm not in tune with what is going on currently with respect to radio production training on the African continent or in Europe or North America. As you know, the HEALTHCOM Project did not have any funds for long-term training of any kind and short-term training was done entirely through consultancies. This explains why I have lost touch with training institutions.

Nenekazi has never had any long-term training in radio production techniques. Her training to date has consisted of six three-week long modules on aspects of development communication (the AED Development Communication Project in Swaziland), a one-week introductory course in radio production in 1984 or 1985, and the workshop she attended last week in Harare which dealt with the production of short radio dramas. I hope to be training her in magazine format production techniques at the end of October. Together we have produced about 12 radio spots for the Weaning Project in Swaziland with music sound beds so she knows how to produce spots.

I have talked with her about her training needs and we agree that they are: program production planning (she produces two 15-minute programs a week), the writing and production of dramatic spots and mini-dramas, evaluation of program impact, audience research, and advanced production of long-format programs (particularly in the magazine format).

We would be very grateful to you and your colleagues for advice on training for Nenekazi.

I look forward to your reply and perhaps a telephone conversation as well.

Best regards,

Ed Douglass

APPENDIX I

**LETTER TO JULIE HILL
RE: RADIO PRODUCTION TRAINING SITES IN AFRICA**

19 September 1991

Dear Julie,

I was delighted to come across your name and address again through Nenekazi Zwane, one of your trainees in the workshop last week in Harare. I'm working with Nenekazi on the radio component of the Swaziland Weaning Project.

Nenekazi as well as Goran Mateljak made glowing reports of the workshop you and Mr. Cotter ran. Congratulations!

Let me give you a little background about my current work situation before I pose the question which is the main point of this letter.

I am based in Lesotho where I have been for the last 5 years (since leaving LRCN and Liberia at the end of June 1986). I came to Lesotho as the Resident Advisor to the Health Education Division of the Ministry of Health on a project called HEALTHCOM (short for "Communication for Child Survival"). The HEALTHCOM Project ended just about a year ago. My wife, Adele, and I wanted to stay on in Lesotho for a number of reasons and so I have been doing some consulting work in radio production (in addition to another flexible and nearly full-time job). It is this consulting work, in part, that brings me to Swaziland from time to time to help with the radio component of the Weaning Project.

You might be interested to know that Roy Thompson, former Chief of Party of the LRCN Project, is here in Swaziland as COP of project in the Ministry of Education. We had dinner together last night and remembered your outstanding training of the LRCN station managers!

The Weaning Project will carry on until September 1992 and there is a 1993-1995 extension being contemplated. We think there may be money available for short- or long-term training for Nenekazi. I have been asked to identify training institutions that would be suitable for Nenekazi. Frankly, I'm not in tune with what is going on currently with respect to radio production training on the African continent or in Europe or North America. (The HEALTHCOM Project did not have any funds for long-term training of any kind and short-term training was done entirely through consultancies. This explains why I have lost touch with training institutions.) I am hoping that you would recommend suitable institutions or training sites for Nenekazi.

You know something of Nenekazi's level of expertise from your workshop. She has never had any long-term training in radio production techniques. Her training to date has consisted of six three-week long modules on aspects of development communication, a one-week introductory course in radio production in 1984 or 1985, and the work shop you offered. I hope to be training her in magazine format production techniques at the end of October. Together we have produced about 12 radio spots with music sound beds.

I have talked with her about her training needs and we agree that they are: program production planning (she produces two 15-minute programs a week), the writing and

production of dramatic spots and mini-dramas, evaluation of program impact, audience research, and advanced production of long-format programs (particularly the magazine format).

We would be very grateful to you for advice on training for Nenekazi.

I look forward to your reply and hope that someday, soon, our paths will cross again.

Best regards,

Ed Douglass

P. O. Box 1570
Maseru 100, Lesotho
Tel. (266) 322947 (o)
Tel. (266) 313224 (h)
FAX (266) 310130

APPENDIX K

**DRAFT SCOPE OF WORK
THE CONSULTANCY OF DR. EDWARD F. DOUGLASS
October 28 through November 1, 1991**

SS

Draft Scope of Work

The Consultancy of Dr. Edward Douglass
October 28 through November 1, 1991

1. Train Nenekazi Zwane in the techniques using the "magazine" format in her two 15-minute weekly radio programs.

This will include the skills of internal and external program promotion.

2. Assist with the completion of the radio broadcast strategy for radio "spots" and the two 15-minute programs.

3. Advise on the draft plans for two workshops to sensitize Swaziland Broadcasting and Information Service managers and announcing staff to matters concerning nutrition and health.

APPENDIX L

**Tasks to be Completed by Ms Zwane
between August 19 and September 13, 1991**

Tasks to be Completed by Ms Zwane
between August 19 and September 13, 1991

1. Translate the lullaby into English and, if it will add to our understanding, give an explanation of what it means in terms of Swazi culture.
2. Translate the spot scripts into English (for the donors) and type them up.
3. Make copies on cassette of all the spots recorded and successfully pre-tested to date.
4. Distribute cash payments to all talent.
5. Work with Anita to complete a cable to USAID Washington identifying the kinds of technical support the project will require during the '93 - '95 extension, and what the items are likely to cost.
6. Follow up on the audio production equipment orders with UNICEF and Omniphoto.
7. Set up your new office so that you can pre-produce radio program materials: auditioning, editing, script and other typing on a word processor.
8. Produce the remaining scripts and pretest/revise as necessary.
9. Make a basic plan for the presentation to be given to the NNC on the 18th.
10. Stay in touch with Gillian with respect to her spot production and radio drama production work.
11. Read the SSRU study report, especially Sections 2, 4 and 6.
12. Look in the Home Economics Office and ask to look at the files at USAID for earlier reports and documents of this Project which will be useful. Make copies for interested parties.
13. Read the examples of Creative Briefs in preparation for discussion about developing a creative brief for this Project.
14. Make a list of all equipment bought or being bought through UNICEF and indicate which items are at hand as of the date of the list.
15. Think some more about the factors that have made "Ayihlome Maswati" and "Temphilo" memorable to listeners.

APPENDIX M

INTERIM TASKS FOR MS ZWANE September 23 to October 25, 1991

The Weaning Project

Interim Tasks
for Nenekazi Zwane
September 23 to October 25, 1991

1. With the assistance of all of the members of the National Nutrition Council and other individuals associated with the Weaning Project, develop a consensus about the priority of the Project topics.
2. With assistance from Home Economics and Health Education specialists, complete the writing of the content outlines appearing in Index of Content Outlines
3. With the assistance of Lindiwe Mavuso, write, produce, and pre-test __ radio spots on the highest priority Project topics.
4. In preparation for the training in magazine format production techniques,
 - a) think about and then write a brief description of the purposes and character of each of the two programs (This is a time to contemplate and make other changes too: name of the program, etc.
 - b) choose music themes for the two 15 minute programs